

*April 1842*

THE

## COMMON SCHOOL JOURNAL.

VOL. IV.

BOSTON, OCTOBER 1, 1842.

No. 19.

"OUGHT CHILDREN, UNDER EIGHT YEARS OF AGE, TO BE KEPT STILL, IN SCHOOL, WHEN NOT EMPLOYED UPON THEIR LESSONS?"

THIS was the subject for discussion before the American Institute of Instruction, on the second evening of its late session. The general testimony, in answer to this question, was in favor of granting more liberty of movement and action, to little children in school, than has been thought necessary or expedient hitherto. Descriptions of schools and school discipline were given, that made one alternately laugh and weep. It was difficult to conceive of such stupidity, inhumanity, and want of conscience, as were proved upon the community by the accounts given during this discussion.

MR. GREENLEAF, of New York, opened the discussion, by saying that he liked to attend the meetings of the Institute, because here teachers described to each other their modes of proceeding. He then described his own mode, in a school where children of different ages and acquirements attend. He was fully of the opinion that young children should not be confined long at a time, either to one position, or one occupation. It was therefore his practice to give them their lesson to study, and to tell them that when it was ready they might go into the garden for a few minutes; or, perhaps, till he summoned them for recitation, both in order that they might have the recreation they needed, and that the older scholars might be undisturbed by them. He referred to the various methods resorted to, to keep children still, and related an anecdote of a little boy, who was confined in a closet as a punishment for his involuntary motions. He went home one day, with his clothes perfectly wet; and when his mother inquired the reason, he answered, "that Miss ——'s closet was proper sweaty." And the poor little fellow actually had a fever, in consequence of the fright occasioned by his confinement.

MR. MANN then spoke of the pernicious consequences of this confinement, both in regard to the health and mind of children. He considered it one among the many causes of impaired health, now so observable in the rising generation, and among the young men and women of our community. If there were any thing which came near to realizing the idea of perpetual motion, it was a young and healthy child. Persuasion, nor rewards, could keep a young child still. Nothing but the overpowering force of fear could accomplish such an object. Nature warred against it, and therefore resort must be had to such terrors as made nature quail. Childhood is naturally the season of the great-

est activity, both bodily and mental; and yet, at that period of life, it was the practice to enforce such a degree of inaction as age itself could not submit to. Obedience to the regulations of most schools for young children, would cause absolute stagnation, both of body and mind. It impeded all the vital functions. If the limbs and body were motionless, the blood would almost cease to flow, the heart to beat, and the lungs to play. This necessarily destroyed all the vivacity of childhood. It plucked the roses from their cheeks. It annihilated the bounding elasticity of their muscles. It turned all their steel springs into old iron.

All these evils were aggravated, a hundred fold, by the "stools of torture," where this silence was attempted to be enforced. Thousands of our children were compelled to sit on seats where they could not touch the floor with their feet. He had found, on actual measurement, that many seats, for children under eight years of age, were *eighteen, twenty, and sometimes twenty-one or two inches* from the floor. Of what shape must a child be, whose whole height is but three feet, or three feet and a half, and eighteen or twenty inches of that below his knees? And yet such should be the structure of children, to be accommodated by such seats. In view of these facts, it had been suggested by some one that there should be an extra joint between the thigh and the knee, so that enough of the leg could hang over to reach the floor. One thing was certain,—if children were not to be constructed on a different plan, in order to fit the seats, then the seats should be altered to fit the children.

The effect of keeping children still was hardly less disastrous on the mind than on the body. Little children should be employed. While awake, they should be employed as constantly as older ones, though on a far greater variety of subjects, and with more rapid transitions from one to another.

The slate and pencil exercise, together with the black-board, furnished abundant opportunity for useful as well as delightful occupation. If, by a gradation of schools, the small children could all be brought together, any teacher, understanding the various uses to which the slate and pencil and black-board could be applied, would never find any difficulty in furnishing the most pleasant and attractive employment for children. In mixed schools, or schools attended by scholars of all ages, the black-board could be brought in front of the small children, and they could be taught to copy letters, diagrams, &c., from it. They could be allowed to rise from their seats and stand up, when fatigued with sitting; to walk towards the board, when they wished to take a nearer view of it, and to return to their seats, (keeping, however, in their own line, so as not to disturb or intercept the view of any, either on the right hand or the left,) as they might choose. This would supply them, for half or three quarters of an hour, with agreeable occupation; and at the expiration of that period, they should be allowed a recess in the open air.

Mr. Mann said that since the publication of the Letters of Drs. Woodward, Jackson, and Howe, in the appendix to his Fourth Annual Report to the Board of Education, on the subject of confining young children in school, the regulations for many schools had been changed by the committees. In some, the half day had been shortened from

three hours to two; in others, directions had been given, to allow a recess at least every hour. This course was absolutely essential to the health and mental progress of the rising generation. Such a reform in our school regulations would produce a vast economy of blows and tears.

The REV. MR. KNOTT thought all which had been offered was very important, but the moral effect of too severe discipline was more important still. As it was utterly impracticable to repress the activity of children, such a requisition produced both disobedience and dishonesty. Nature prompted them to disobey the teacher's commands, which, in the first place, they would try to do, evasively and clandestinely; and whenever they failed, they would be tempted to dishonesty and falsehood, in order to avoid the penalties of transgression. We put children in a situation where it is almost certain that they will deceive and falsify, and then we punish them for yielding to a temptation into which we ourselves have led them.

MR. WILLIAM S. BAKER, of Connecticut, next addressed the meeting, as follows:—

Sir, I most heartily concur in the remarks made by the gentlemen who have spoken. I see not how it is possible to keep children still, upon such seats as are found in a majority of our schoolhouses. Indeed, it cannot be done, till the teachers have in a measure divested themselves of that kindness and sympathy to which every child has a right, and which are so necessary to the correct development of all the higher and nobler faculties of the mind. If children must be kept still, do give them a comfortable place to sit. During the past year, in travelling over four counties of Connecticut, and Barnstable county, Mass., and visiting nearly three hundred schools, and carrying a rule with me "to take the gauge and dimensions of human misery," I have found that thousands of children are seated in a most wretched manner. Seats, too high even for giants, very narrow, and, if they have any backs at all, they are perpendicular, and in some instances, actually inclining forward, are the only ones provided for them. Look, for a moment, at the inmates of such houses. The principal object appears to be, to try to make children "*sit up straight*." This, teachers attempt to do, but in a few moments a few lean forward, with one elbow on the desk; they are admonished to "*sit up*," when, placing a book between the knee and desk, the shoulder resting against the back of the seat, and sitting upon or *against* the front of the seat, their knees and chins almost coming in contact, they are trying to "*sit up straight*." Others have their feet upon the shelf, under the desk;—the only difference between them and the last being that their legs are straight while their bodies are curved. It would appear, to one unacquainted with such scenes, that the object is to *fit the children to the seats*. Now, place a kind, generous, sympathetic female teacher over these children, and, unless she has more than the patience of Job and the wisdom of Solomon, how can she keep them still? True, she may, after a time, divest herself of this sensibility to the woes of her pupils, and hold in her lady's hand a rule, twelve or eighteen inches long, of corresponding width and thickness, (the badge of the teacher's office,) and occasionally, perhaps often, let it fall upon the arm, leg, and even head, of some boy, whose active temperament will not allow him to "*sit up*,"



and "*sit still.*" Perhaps, as she turns her back, he doubles his fist, or gives his head a significant nod, as much as to say, "You better not do that again."

Sir, we may talk of keeping children *still*,—it cannot be done, in such miserable houses. The fault is not so much in the teachers and pupils, as it is in the houses. I am decided in my opinion, that little children ought not to be kept still, when not engaged in their studies; nor, even while they are, in places where the beholder is forcibly reminded of those lines of the poet,—

"So, when a raging fever burns,  
We shift from side to side, by turns;  
But 'tis a poor relief we gain,  
To change the place, but keep the pain."

For what purpose children sat perched on high seats, in many of these schools, it was impossible to tell; for though their occupation, in these uneasy postures, was to hold a spelling-book, the little ones, at least, could not read a word of it, and no thoughts, or even words, were entering their minds,—but thoughts of rebellion, and words of defiance. He wished artists would draw pictures of these poor, suffering children, that all might have a vivid idea of the truth. He thought they would serve, better than any thing he had ever seen, as embellishments of a comic almanac.

Mr. Baker described the scenes of this kind which he had witnessed, with much liveliness and much feeling at the same time. He had suffered for want of education, in his own childhood, and now his object evidently was, to redress the wrongs of children, by exposing those wrongs to public notice and animadversion.

[We have obtained from Mr. Baker, for publication, a copy of his record of measurements of some of the schoolhouses in Barnstable county. Nothing can be said, to heighten the sense of wrong and of shame, which such facts should inspire. Is it not time that the cry about "men's rights," and "women's rights," should subside, until something is said and done in vindication of "children's rights" ?]

DESCRIPTION OF SCHOOLHOUSES IN BARNSTABLE COUNTY, MASS., TAKEN  
DURING THE MONTHS OF JUNE AND JULY, 1842.

PROVINCETOWN. No. 1. Lower room, about 17 feet by 18, and 7 feet 2 inches high. Upper room, about the same; most of the seats 18 inches high,—perpendicular backs. 116 pupils in the district. A most miserable house.—No. 2. Size,  $18\frac{3}{4}$  feet by  $18\frac{3}{4}$ ,—7 feet 1 inch high. Many of the seats 18 inches high,—perpendicular backs. *Chair for the teacher, 13 inches high.* 104 pupils in the district, 55 present.—No. 3. Size, 24 feet by  $19\frac{1}{2}$ . Floor inclined,  $6\frac{1}{2}$  feet high at one end,  $8\frac{1}{2}$  at the other. Many of the seats 19 inches high,—from  $8\frac{1}{2}$  to 9 inches wide. About 100 pupils,—60 in attendance. Only 7 can touch the feet to the floor, and sit on the seats.—No. 4. Size,  $24\frac{1}{2}$  feet by  $24\frac{1}{2}$ ,— $7\frac{1}{2}$  feet high. Perpendicular backs to the seats. 80 scholars belong to the school,—39 present. Only 6 could touch the feet to the floor. Wall smoked with lamp or candle smoke.—The other schoolrooms are better, but not what they should be.

TRURO. No. 3 is about 17 feet by 17,—7 feet 2 inches high. The

seats are arranged on three sides, next the walls, desks in front,—perpendicular backs; mouldings project out about an inch from the wall, and as there are no corresponding grooves, in the backs of the pupils, they must get chafed every time they attempt to sit upright. The outside seats,  $17\frac{1}{2}$  inches high. 30 present. Only 6 can touch the feet to the floor.—Other houses similar to this, except the Academy, which is a fine building.

**WELLFLEET.** The houses here are generally bad,—some very small. Seats 18 inches high; some seats only 6 or 8 inches wide,—perpendicular backs.

**EASTHAM.** Houses similar to those in other towns.

**ORLEANS.** Do. do. do.

**CHATHAM** has done more for schoolhouses than any other town in the county;—has some very good ones, and the town committee have placed in each house printed rules, fastened in mahogany frames, for its preservation. In some of the houses the seats are narrow and high, and not well arranged.

**BREWSTER.** Nearly every house very bad indeed. It is most astonishing that people will keep their children upon such seats. High, too high for the tallest men,—inclined floors,—very narrow seats, and in every house perpendicular backs. The East District is the best arranged, but the seats are too high, and with perpendicular backs. Four houses in this town are intolerable. Children are literally obliged to hold on to the seats, and then they often fall off. Many of the seats not half wide enough, and the front edge the lowest. Some of them far too small.

**HARWICH.** Some very comfortable houses, in this town, but mostly *very bad*. In one house, the seats for the pupils are, some 18, and some 19 inches high,—chair, for teacher, less than 17. No wonder children feel *above* their teachers. Some seats less than 7 inches wide;—badly cut and defaced. Another, in which a majority of the pupils cannot touch the feet to the floor,—perpendicular backs,—many of the pupils sit with feet under the desk, on the shelves,—sun shining upon the pupils with all the intensity of July heat. “It’s too hot;” “Sun shines;” were expressions that came from them, frequently. Another school-room, less than 7 feet high,—bad seats, &c. &c. New house, in the field,—model very good; but the seats are from 14 to 18 inches high, some  $7\frac{1}{2}$  wide, with perpendicular backs. This house can very easily be made convenient and comfortable.

**DENNIS.** Three academies in this town. The East Dennis academy has chairs, and is well arranged; the South and West are good buildings, high, large, well arranged, and pleasantly situated. But the seats are 18 or 19 inches high, with perpendicular backs; the chairs in the same being of the ordinary height. All the pupils must, of necessity, be seated too high. Two district schoolhouses have been repaired, and made comfortable and pleasant. Most of the others are very bad. Some are *intolerable*; high, narrow seats, perpendicular backs, and very small; also repulsive, and standing within a few feet of the road. I was one day standing by my window, and hearing a little boy cry, I looked out, and saw his mother, with a stick, driving him to school, and heard him say, “*Ma, if you won’t make me go to school, you may shut me up down cellar.*” The children in the house to

which he was *driven*, are many of them miserable, in consequence of the bad seats. Other houses almost as bad.

**YARMOUTH.** Some of the schoolhouses are comfortable,—two very good academies, especially the South Yarmouth. In this the seats and backs are made to fit the pupils;—a very convenient and pleasant room. But in some of the district houses they are still trying to make the children fit the seats and backs.—No. 4. About 20 feet square, 7 feet 3 inches high; many of the seats from 17 to 19 inches high. About 40 present, and only 4 could sit on the seats and rest their feet on the floor. House cut and defaced.—Next, east of this, very bad. Walls smoked with lamp or candle, and marked. Some other houses, with high, narrow seats. One new one, with high seats.

**BARNSTABLE.** Some very comfortable and convenient rooms here. The academy very good;—large, airy room, well constructed. Some of the district schoolhouses are very bad,—high seats, with perpendicular backs.—In Hyannis, one new house, well located, and very well constructed; but the boys have commenced the work of mutilating it, and in a short time it will be as bad as the old ones, if they continue this destruction. The other houses are not pleasant, or convenient. The seats are too high for a majority of the pupils, and have perpendicular backs; some of them very narrow.

**SANDWICH.** Some of the houses are very comfortable, and well adapted for the convenience of the pupils. Some are bad, very much like those in the other towns. Many children cannot touch the feet to the floor;—backs of seats perpendicular. More interest felt here than in most other towns, and the work of improvement is progressing.

---

**MR. GREENLEAF**, of Bradford, then gave his experience. He had been both teacher and scholar. He described the ancient schoolhouse where he was educated, and where school dames in vain tried to keep a *green-leaf* still. He was happy, in his youth, if he escaped with five whippings a day. It was his fortune to be required to sit upon seats twenty-three inches high, and four inches wide, where it was impossible to sit. He had visited the same schoolroom, lately, and found it furnished with the self-same seats;—not that they had not often been broken, but they were never changed, but always restored, according to the original model. The only relief to the sad picture of suffering children that he drew, was their occasional slumbers, which it was an established rule never to disturb. He concluded his remarks by saying, most forcibly, that he had kept school *thirty-eight* years, without ever trying to keep children still, and if he should keep school *thirty-eight* years longer, he never would try; for they were never made to keep still.

**MR. FOWLE**, of Boston, teacher of the late Monitorial School, described also his youthful career, in a similar schoolhouse and under similar circumstances. It was his office, frequently, to hold the long cane stick, and wake up those children who were just on the point of falling from their *roosts*; and on one occasion, when he held the stick in the middle, in order more conveniently to admonish a near neighbor, he accidentally struck the school dame herself, with the other end, for which he was severely flogged.

**MR. F.** then remarked, that all this sleeping which had been de-



scribed, seemed to him wholly unnecessary ; that with the monitorial plan of instruction, children always had full employment ; and that change of occupation, from reading to printing, drawing, spelling, &c., afforded sufficient relief and recreation, without so much liberty or so many recesses as had been recommended by others.

MR. BISHOP, the Superintendent of the Public Schools in Providence, then gave a statement of the improvements lately introduced into the schools in that city,—the large and well-ventilated schoolrooms, with ample play-grounds, and with separate apartments for the different grades of scholars. The primary department is provided with seats constructed in such a manner that the little children could easily lean forward and take a nap, which is a thing they frequently incline to do, in a warm day. These seats were made to fit the children, by having rough models constructed, and placing the children upon them for a week or a month, by way of experiment. Many seats, therefore, of different heights, were in the same school ; the object being to make them perfectly comfortable. Mr. Bishop said a great deal about the proper ventilation of schoolrooms, and gave his opinion cordially, that children should be reasonably governed, and not be required to sit perfectly still,—only still enough not to disturb each other. They were even allowed, in the Providence schools, to rise and step out of their seats for relief of position, under certain regulations of order. The teacher in each room occupied a raised platform, and the children went to her, instead of her walking among the children, because more impression was made upon them, in regard to discipline, if they were called from their seats when disorderly, than if they became accustomed to the constant rebuke and rectifying of a teacher in her walks through the room. By sensible regulations and reasonable indulgences, it had been found very easy to keep children in good order, and at the same time to give them sufficient liberty for health and comfort.

MR. THAYER rose to address the meeting, when

MR. EMERSON cut short the further discussion of this question, by reminding the Institute of the late hour, and proposing for consideration the subject

#### OF USING BLACK-BOARDS.

MR. BAKER then made the following remarks :—

The black-board I consider indispensable to every school. Not that it should hang in the room, merely as an ornament, or because others have one. A friend at my left intimated that he had often seen black-boards in schoolhouses, which appeared never to have been soiled with chalk. I have seen such ; and I have found teachers, who said “ they did not think much of black-boards.” I know one who has *taught*, or perhaps “ *kept*,” school, more than fifteen years, during the winter months, who says he “ never derived much benefit from a black-board.” No great wonder ; because he never understood how to use it. I must, however, dissent from the opinion of all such teachers, and all those persons who disparage the black-board ; for I have found it very serviceable, as a teacher, and I still find it so, in my daily visits to schools. In teaching reading, I find it useful. Let a teacher write the following sentence on the board, in full view of his school, and ask them what it means ; and by a few interrogatories concerning *punctua-*

tion, intonation, &c. &c., open "the eyes of their understanding;" and if the conviction of the importance of using a black-board does not flash upon his mind with irresistible power, I think he may safely conclude that he *never will* derive benefit from its use, and may as well retire from the school, and give place to some one who can. "I cannot find one of my books." (Webster's Grammar.) "Boys, what does this mean?" "Why, it means that one book is gone." "How do you know?" "It reads so." "What reason can you give? Your reason,—your reason. Read it again, with full emphasis upon the word 'one,' and then tell me what it means." Just see, now, those boys' countenances beam with joy. Yes, for a short time they even forget the hard seats, and their harder pains, because of the greater joy which they feel. Another sentence.—"What are you talking about Henry?" Write this sentence without punctuation, and ask them the meaning. Or ask them to punctuate it, and if they make an interrogation point at the end, ask them why. If they think this gives the meaning, ask them to change its import by changing the intonation and the punctuation;—by throwing the emphasis upon "*What*," and making the mark of exclamation after it. Then throwing the emphasis on "*you*." Then on the word "*talking*," &c. Again.—"Peter says Charles goes to school." Let them punctuate this, and give its contradictory significations. A thousand examples can be given. One more shall suffice for the present:—

"The Lord will come  
And he will not  
Keep silence  
But speak out."

Let them make commas at the end of every line, and then afterward punctuate it correctly; namely, after the words "*come*," "*silence*," and "*out*." Much more might be said upon the different kinds of reading, but time will not permit.

Spelling also may be taught advantageously, by the use of the black-board. I have often written sentences upon the black-board, such as I have seen spelled wrong; and I have asked the pupils of the schools to write such as the following, which is a literal copy of a notice for a school meeting, found on a certain schoolhouse door, in New England, with the omission of the names and dates:—

"NOTICE.

"There will be *A meting* of the inhabitants of the *north East* school *destrict* on *Fryday* evening next at 7 *oclock* for the *purpos* of *seting* up a school and transacting any other *buisness* proper to be done at said *meting*.  
Per Order of the *destrict Committy*."

A young lady wrote to a merchant to have him send her a pair of *hoes*. What did she want? A young man wrote to the militia captain of his company that he was sick, and could not come to training, because he had a hard *pane* in his head. What had he in his head?

A young lady who went to the "*Cademy*," and who studied chemistry, philosophy, and astronomy, spelled in her composition, among many other words which were wrong, "*kneadle-work*." I suppose that is breadmaking work. In a few schools, the black-board is used



successfully in teaching spelling, and at the same time exercising the ingenuity of the pupils in the construction of short sentences. Take such words as "to," "too," "two," &c., and use them properly in short sentences. If they are incorrectly used, ask the meaning as they are used, and it will unite pleasure with acquirement.

Take the following sentence:—"I shall be to seasick too attend two my business." Ask the import of these several words, as here used.

Mr. President, hours might be spent in the discussion of this subject. These remarks have not been made because the speaker supposes that they are new, nor because he supposes that he knows better than other teachers how to teach; but because he is anxious that the best modes of instruction, now confined to a few schools, should become universal, and that knowledge should be scattered abroad over the whole land and world.

---

CRITICISM.—"Call this a true history!" exclaimed a raw critic, striking down his hand upon Johnson's 'Lives of the Poets,' which was open at the life of Blackmore, who wrote an elegant poem on the Creation of the World. "Only look here now!—The fellow says of this here chap,—that he wrote three books on the Nature of Man! before his creation."

---

"WITHIN,—NOT WITHOUT.—Look at the mass of mankind; they are seeking happiness; but whence? From outward delights; from wealth, from honor, from friendship, from the pleasures of sense. It does not occur to them that an inward preparation of mind is necessary to make even these objects the ministers of solid good;—to say nothing of the higher sources of happiness which pertain to man's spiritual nature. O, blindness unparalleled! Will a sick man neglect the disease that is wasting his vitals and racking his frame with agony, and seek health, and strength, and rest, from delicious viands, from sweet odors, from soft music, from goodly prospects? Will he quench the flame of a fever by the fragrance of a rose? Will he cure an ague by arraying his body in gorgeous apparel? Will he remove a deep-seated consumption by listening to a jovial song? Will he heal a dropsy by feasting on a dainty meal? Will he eradicate a cancer by gazing upon a pleasant garden? Will he restore a mortified limb by resting it upon a downy pillow? He may do all this sooner than the sinner will find peace and rest from objects of external good. The torment is within him. His soul is a den of corrupt passions, a cage of impure desires. It is desperately diseased with pride, self-will, rebellion, discontent, envy, fear, inordinate affections of every kind. These are the fever, the ague, and the dropsy of the mind. These he carries to the pursuit of earthly good, and it is all one whether he is successful or unsuccessful. If successful,—if, for example, he gains wealth,—then he is a miserable rich man; if unsuccessful, he is a miserable poor man. The wretchedness is in the soul itself, and all the kingdoms of the world and the glory of them can neither remove nor palliate it."

---

"Life is too short for the indulgence of animosity."

**RELIGION IS HAPPINESS.**—"A life of religion is considered, by multitudes, as a kind of penance;—as the relinquishment of a present for a future good. Piety, as men are generally led to suppose, is a most undesirable attainment. Duty is an irksome labor. Self-denial is an unwelcome, joyless task. The men of sensual pleasure, it is imagined, would be fully entitled to boast over the men of religion, if it were not for the compensation of a future state.

"Now, all this seems to us a low and narrow way of thinking. **RELIGION IS HAPPINESS.** It has the promise of the life that *now* is, as well as that which is to come. It enables us to make the most of this world and of the future, at the same time. The interests of the two worlds are not at all incompatible, not at all opposite. Nay, they are essentially involved in each other. No man can enjoy the best of this life, who does not best prepare for a future. Honesty is the best policy; virtue is the only peace; piety enhances all the joys of life. To behold the glory of God in all things; to commune with him through the medium of all that he has made and all that he appoints; to walk in an abiding peace with our own conscience; to indulge in none but virtuous pursuits and rational pleasures; to be benevolent and kindly affectioned, and contented and humble; to receive the gifts of God with perpetual thankfulness; to grow in purity and devotion, with a progress as constant as that of life;—this is the only true and infallible way of enjoying the present world; and this, surely, is the preparation for a better world to come. \* \* \* Let all men know that heaven begins where virtue and piety begin their heavenly course; let them be instructed, concerning the kingdom of heaven, neither to say, 'Lo! here, nor, Lo! there; for the kingdom of heaven is within them!'"

---

**GOOD ADVICE.**—"Parents should not love their children unequally; or, if they do, they should not show it, lest they should make the one proud, the other envious, and both fools. Where nature has made a difference, it is the part of a tender parent to help the weakest. That trial is unfair where affection is the judge."

---

**HONESTY AND JUSTICE.**—He only is worthy of esteem that knows what is just and honest, and dares to do it; that is master of his own passions, and scorns to be a slave to another's. Such a one, in the lowest poverty, is a far better man, and merits more respect than those gay things who owe all their greatness and reputation to their rentals and revenues.—*Dr. Fuller.*

---

**CITIES.**—The glory and happiness of a city consist, not in the number, but character of its population. Of all the fine arts in a city, the grandest is the art of forming noble specimens of humanity. The costliest productions of our manufactures are cheap compared with a wise and good human being. A city which should practically adopt the principle, that man is worth more than wealth or show, would gain an impulse that would place it at the head of cities. A city in which men should be trained worthy of the name, would become the metropolis of the earth.—*Dr. Channing.*

## SALEM SCHOOLS,—AGAIN.

When shall we have done with the Salem schools? says the reader. We reply, Not while the Salem schools afford examples of excellence and models for imitation, superior to any to be found in any other part of the country.

In the March number of the Journal we gave some account, among others, of the East schoolhouse in Salem, and of the course of studies, with their arrangement, which were to be pursued in it. As it was the last schoolhouse erected in the State, so it was, (as it ought to be,) on many accounts superior to any other. But the citizens of Salem have not been weary in well-doing. Since that time, they have fitted their Latin and English High School rooms in a style of ornament and useful elegance which has no parallel in this country.

It will be remembered that Mr. Phillips, the late Mayor, gave to the city his whole salary for three years, to be expended for the benefit of the schools. This money has been appropriated for the enlargement, and the entire remodelling of the interior, of the schoolrooms above mentioned.

The walls of the Latin Grammar School are enriched and adorned with inscriptions in the Greek and Latin language and character. These are not merely apophthegms of wisdom, but mementoes of duty; they are fitted to inspire the pupils with noble sentiments, and are the appropriate "*Genius of the Place.*"

The Astronomical Diagrams on the ceiling of the High school-room are extremely well selected and arranged, and must aid essentially in keeping the truths which they explain fresh in the minds of the scholars. This mode certainly seems preferable to the opportunities which are afforded, in some of our old schoolhouses, for studying astronomy through the chinks in a leaky roof.

Nothing now seems to be wanting to the complete success of the movement in Salem, in favor of Public Schools, but a faithful supervision, that if any imperfections still exist, they may be discovered and remedied, and all improvements be speedily adopted;—and from the high character of the teachers, the known zeal and ability of the school committee, and the increasing favor of the citizens at large, we have no reason to doubt that the great work will be carried forward, in the spirit of one of the mottoes in the Latin schoolroom, "*Quo te cœlestis sapientia duceret, ires.*"

The following are the inscriptions on the walls of the Latin school. We add the translations.

UPON THE WALLS, IN THE OUTER ENTRY, FRONTING THE DOOR.

*Nil dictu fœdum visuque hæc limina tangat.*

Let nothing offensive to ear or eye pollute this entrance.

*Μηδενί πονηρῶ πράγματι μήτε παρίστασο μήτε συνιγγόρει.*

Cease to defend, cease to exhibit here, every unworthy thing.

UPON THE FRONTISPIECE, OVER THE TEACHER'S PLATFORM, ON THE WEST SIDE OF THE ROOM.

*Schola Publica Prima.*

The First Public School.\*

\* In allusion to the presumed fact, that this was the first *Free* School in the world.



*Johanne Fisk, Coll. Eman. Cantab. in Anglia alumno, Præceptore, A. D. MDCXXXVII.*

John Fisk, an alumnus of Emanuel College, Cambridge, in England, Preceptor, A. D. 1637.

*Geo. Downing,\* Discipulo, Coll. Harv. Cantab. in Nov. Anglia, inter primos ad gradum admisso, A. D. MDCXLII.*

George Downing, a pupil, was graduated in the first class of Harvard College, Cambridge, in New England, 1642.

IN THE RECESS, IN THE REAR OF THE TEACHER'S STATION.

*Incumbe toto animo, ut eos, quos tuæ fidei urbs commisit, diligas, et omni ratione tueare, ut esse quam beatissimos velis.*

Strive with your whole soul to cultivate a true affection for the pupils whom the city has committed to your fidelity, and let your tuition be such, in every respect, that they may become, as you must wish, as happy as possible.

ON THE SOUTH SIDE OF THE ROOM.

*Ὅσα μὲν ἐστὶ μαθόντα εἰδέναι, βούλει μαθεῖν.*

Whatever is here to be learned, have a desire to learn.

*Perveniri ad summa, nisi ex principiis, non potest.*

To reach the summit, (or to make the highest attainments,) except by proceeding from the starting point, (or by commencing with the elements or first principles,) is impossible.

*Ἐὰν ᾗς φιλομαθής, ἔσῃ πολυμαθής.*

If you are fond of learning, you will become very learned.

*Diligentia plurimum valet; hæc præcipue et semper adhibenda.*

Diligence avails very much; it is especially and always to be practised.

*Ἐὶ πόρος ἦν, τὸ τεργνὸν πλέον πεδέχεται.*

If learning costs labor, the more the labor, the greater will prove the pleasure of acquiring it.

*Neminem sapientiæ laudem et eloquentiæ, sine summo studio, et labore, et doctrina, consequi posse.*

No one can obtain a reputation for wisdom and eloquence, without the closest study, and labor, and learning.

ON THE NORTH SIDE.

*Ἡγῶν μάλιστα σεαυτῷ πρόπειν, αἰσχύνην, φρόνησιν, ἀλήθειαν.*

Regard, as chiefly becoming you, that virtuous sense of shame which will always deter from doing wrong, the faithful cultivation of the intellect, and a rigid adherence to truth.

*Aude sapere, incipe; utere viribus totis.*

Dare to be wise, begin; exert all your powers.

*Ἡ ψυχὴ τοῖς σπουδαίως λόγοις ἀνξεσθαι πέφυκε.*

It is the nature of the mind to acquire vigor and enlargement by application to congenial studies.

*Quo te cælestis sapientia duceret, ires.*

Where heavenly wisdom would conduct you, you should go.

\* Afterwards the famous Sir George Downing.

Πηγή καὶ ῥίζα καλοκάγαθίας, τὸ νόμιμον τυχεῖν παιδείας.

The source and root of moral beauty and excellence is a complete and thorough education.

*Non est quod te pudeat, sapienti assentiri.*

Be not ashamed to yield to the counsels of the wise.

ON THE EAST SIDE, OVER THE RECITATION PLATFORM.

*Omnis vera solidaque doctrina, omnis ingenii cultus ac liberalis disciplina, ex Græcis Latinisque auctoribus, petenda est.*

True and solid learning, thorough mental cultivation, liberal education, are to be sought in the study of the Greek and Latin classics.

*Legendi etiam poetæ, cognoscenda historia, omnium bonarum artium scriptores ac doctores et legendi et pervolutandi.*

The poets are to be read, history is to be thoroughly learned, the writers and teachers of all good arts are to be both read and carefully and constantly reviewed.

*Si simus, qui esse debemus; id est, studio digni ac literis nostris.*

Let us be what we ought to be,—worthy of the character of students, and of our literary advantages.

*Acumen dialecticorum, sententiæ philosophorum, verba prope poetarum, gestus pene summorum actorum, est requirendus.*

Logical acuteness, philosophical conclusions, poetic diction, oratorical action, are all to be esteemed requisite.

*Hæc studia adolescentiam agunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solatium præbent.*

These studies are a guide to youth, a delight in old age, an ornament to prosperity, a refuge and solace in adversity.

OVER THE TWO DOORS.

*Amemus scholam; pareamus magistro; consulamus bonis; id esse optimum putemus, quod erit rectissimum.*

Let us love the school; let us obey our master; let us take counsel of the good; let us esteem that to be the best, which will be sure to prove right.

*Pergite, ut facitis, adolescentes; atque in id studium, in quo estis, incumbite, ut et vobis honori, et amicis utilitati, et reipublicæ emolumento esse possitis.*

Go on, young men, in what you have undertaken; and so apply yourselves to your present studies, that hereafter you may do honor to yourselves, be useful to your friends, and a blessing to the Commonwealth.

The following description of the English High School is copied from the Salem Gazette.

The entrance to the English High School is from the eastern door. Attached to this school, upon the lower floor, are an ante-room fitted with clothes-hooks, and two very commodious recitation-rooms. The ascent to the second story is by two staircases, which lead directly to the schoolroom. The schoolroom is 50 by 30 feet, containing desks for one hundred scholars. The teacher's rostrum is in front of the desks, and a spacious recitation platform in the rear. Attached to the rostrum are the apparatus-room and the library-room.

The walls of the High School are covered with a different class of objects, not less appropriate to the design of the institution than are the classical mottoes of the Grammar School, to stimulate the exertions of candidates for a liberal education. The *ensemble* is highly ornamental, while nothing is allowed for the mere purpose of ornament. The plan is MR. PHILLIPS'S; the designs and calculations are by MR. PUTNAM, the teacher; and the execution, we think, will be considered MR. COLEMAN'S *chef-d'œuvre*.

In the centre of the ceiling is the circle of the zodiac, 29 feet in diameter. The ventilator,  $3\frac{1}{2}$  feet in diameter, represents the sun, the spots being designated upon the nucleus in conformity to the latest telescopic observation. The divergence of the solar rays is also fully exhibited. The earth is represented in four different positions, indicating the four seasons. The moon also is described in its orbit, and its position so varied as to exhibit its four principal changes. The globular figure of the earth is clearly shown, and lines are inscribed upon it representing the equator, tropics, and polar circles. The hour lines are also marked and numbered.

The border of the circle represents upon its outer edge the signs of the zodiac, with their names, and within, the names of the months. The signs are divided into degrees, and the months into days, both of which are numbered.

The thirty-two points of the compass are marked upon the inner edge, the true north and magnetic north both correctly indicated,—the variation of the needle having been ascertained by a recent series of observations.

The circle of the zodiac, as thus described, being enclosed within a square panel, the exterior spaces in the four angles are filled up as follows:—

The western angle exhibits the planet Saturn, with his rings and belts, as seen through a telescope, and his true size in proportion to the sun, supposing the circle of the zodiac to represent the size of the sun.

The eastern angle exhibits Jupiter, with his belts, of a size similarly proportionate.

The other primary planets and the moon are described according to their relative sizes, in the southern angle.

In the northern angle is a succession of figures, designed to represent the varying apparent size of the sun, as seen from the different planets.

In the ceiling there are also two oblong panels, one towards the western, the other towards the eastern extremity.

The western panel contains a diagram, which illustrates, by their relative position, the distance of the several planets, primary and secondary, from the sun, which is placed at one end of the panel. The several planets are designated by their signs, and the figures, placed opposite to each, show how many millions of miles it is distant from the sun. The satellites of the Earth, Jupiter, Saturn, and Herschel, are described as revolving in their orbits around their respective primaries.

The eastern panel contains a diagram, which illustrates the theory of the solar and lunar eclipses. The moon is represented in different parts of the earth's shadow, and also directly between the earth and the sun.



Upon the four sides of the room, in the space above the windows and doors, eight panels are described, containing as many diagrams, which illustrate successively the following subjects:—

1. The different phases of the moon.
2. The apparent direct and retrograde motions of Mercury and Venus.
3. The moon's parallax.
4. The commencement, progress, and termination of a solar eclipse.
5. The diminution of the intensity of light, and the force of attraction in proportion to the increase of the squares of distance.
6. The transit of Venus over the sun's disc.
7. The refraction of the rays of light by the atmosphere, causing the sun, or other celestial bodies, to appear above the horizon when actually below it.
8. The theory of the tides, giving distinct views of the full and neap tide, as caused by the change of position and the relative attraction of the sun and moon.

The two small panels over the entrance doors represent, respectively, the remarkable comets of 1680 and 1811, and the theory of cometary motion, as described in the plates attached to Blunt's "Beauty of the Heavens."

The diagram in the large panel upon the north side of the recitation platform represents the relative height of the principal mountains and the relative length of the principal rivers on the globe. The mountains and rivers are all numbered, and scales of distance are attached, by which the heights and lengths can be readily ascertained. The relative elevation of particular countries, cities, and other prominent places, the limits of perpetual snow, of various kinds of vegetation, &c., are distinctly exhibited. This diagram is a copy of that contained in Tanner's Atlas.

The diagram in the corresponding panel on the south side of the recitation platform represents a geological section, the various strata being systematically arranged and explained by an index.

The spaces between the windows upon the north and south sides of the room are occupied by inscriptions in which the diameter, hourly motion, sidereal period, and diurnal rotation of the several primary planets and the earth's moon, are separately stated, according to calculations furnished for the purpose by Professor Peirce, of Cambridge. The hourly motion and sidereal period of the four asteroids are also stated in corresponding inscriptions upon the western side. The diameter and rotation of the sun are inscribed upon the edge of the circular recess beneath the ventilator.

Over the frontispiece which surmounts the recess upon the teacher's rostrum, is a beautifully executed scroll bearing the inscription,

**"ORDER IS HEAVEN'S FIRST LAW."**

This motto may be regarded as equally appropriate, whether viewed as explanatory of the celestial phenomena which are figured upon the walls, or as suggesting the principle which should guide the operations of the school.

The frontispiece bears the following inscription:—

## ENGLISH HIGH SCHOOL.

*Established by a Vote of the Town, May 22, 1827.*

Opened under the tuition of HENRY KEMBLE OLIVER, July 7, 1827.

The clock is placed within the recess, upon the wall of which the course of studies prescribed for the school, and arranged into two divisions, is conspicuously inscribed.

The Grammar School in Salem is known to be the first FREE SCHOOL in the United States, and believed to be the first in the world, where *every person* within certain geographical limits, and possessing certain requisites of study, has an equal right of admission, free of cost. It was founded two hundred and five years ago, when our population consisted of less than two hundred families, and has continued, without interruption, we believe, giving thorough preparation to students for college, to the present day.

The present schoolhouse was erected in 1818-19. The building in which the Grammar School was kept at that time was a small wooden building, erected many years before, and then much out of repair. The new schoolhouse was not erected without much opposition. It was urged by the school committee, upon the ground that "those who have observed the operations of the mind in children, need no arguments to convince them of the advantage of decent and neatly-furnished schools over those of an opposite description. In the one case, the neatness and decorum of the place tend to produce a corresponding decorum in the conduct and feelings of the scholar; while, in the other, the appearance of a mean and neglected school as naturally occasions the like negligence and disregard of propriety in the deportment of the pupil."

The committee were subjected to much obloquy on account of the new schoolhouse; but they persisted in an independent disregard of the temporary popular clamor, and finished their work. The most unfounded charges and insinuations were made, that the committee had some secret design in view, which they did not disclose; and it was suggested that the Grammar School was to be filled up by the children of a few favored individuals, and that the rest of the town were to be excluded from it.

On the 19th of May, 1819, the new Grammar schoolhouse was opened, and dedicated, with religious services, to the cause of education. JAMES DAY was preceptor, and received under his care, at its opening, eighty-eight pupils.

Lord Ashburton, at the late Phi Beta Kappa dinner, at Cambridge, after saying, although occasionally the services of a diplomatist might be of use to extricate nations from some temporary entanglement, that peace was to be constantly preserved only by the general education of the people, alluded to the character of the Common School education of Massachusetts;—it was, he said, by such efforts as her citizens had made, that the foundation was to be laid on which the temple of eternal peace must stand. He proposed a toast,—

"The Schoolmaster;—all over the world."